

## Basic Course Information

Semester:	FA 2025	Instructor Name:	Amy Loper
Course Title & #:	ENGL C1001 Critical Thinking and Writing	Email:	<a href="mailto:Amy.loper@imperial.edu">Amy.loper@imperial.edu</a>
CRN #:	11298	Webpage (optional):	
Classroom:	2721	Office #:	2781
Class Dates:	8/11-12/6	Office Hours:	M/W 11:30-12:30 T/TH 1:00-2:00
Class Days:	T/TH	Office Phone #:	
Class Times:	11:20-12:45	Emergency Contact:	760 355 5784 Arts and Letters Division Office
Units:	3	Class Format/Modality:	On Campus

## Course Description

In this course, students receive instruction in critical thinking for purposes of constructing, valuating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. (Formerly ENGL 201)(C-ID: ENGL 105) (CSU/UC)

Additional Description Information:

Limitation on Enrollment: Course not open to students with a "C" or higher in English 204.

## Course Prerequisite(s) and/or Corequisite(s)

**PREREQUISITES:** - College-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, including, ENGL 105 or ENGL C1000 or ESL 108 - with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness.
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
3. Demonstrate command of rules regarding plagiarism and academic ethics.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.



3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

### Textbooks & Other Resources or Links

For this class, we will be using freely available ([OER](#)) sources. We will use information from each of these collections (section or chapter will be clearly linked in Canvas modules):

[Lumen Learning: English Composition I](#)

[Composition II](#)

[Lumen Learning: English Comp 1](#)

We will be using multiple essays, articles, and films which are available online as well as “textbook” information from Lumen Learning. All relevant links will be provided within the Modules.

**There is no textbook to purchase**, but a dictionary and MLA guidebook are recommended (we will discuss where to find quality versions of this information online as well).

You will need a notebook or binder with paper for journals and in-class writing activities.

### Course Requirements and Instructional Methods

Assignments:

- 2 researched argumentative essays (20 points each)
  - Essays will consist of 7-10 pages, 4 sources minimum (at least two should be from an academic database)
  - MLA formatting and a properly documented Works Cited page.
- 6+ discussion board “mini essays” with responses (10 points each)
  - Discussion posts should be 400-500 word “mini essay” on a given topic. At least two thoughtful responses on another student’s post are required as well. Some posts will require research. Some discussion posts may be written in class instead of on Canvas.
- “Banned” Book Project with Presentation 15 points)
  - Banned Book project will include research, a short analysis essay, and presentation.



- 3+ quizzes/surveys (5 points each)
  - Quizzes/Surveys will cover readings, topics, or other lecture material from class. These are not posted on the schedule. Quizzes are usually on Canvas, but may be done on paper in class. Expect at least three but there may be more.
- Daily Journal (in class) (20 points)
- Midterm (in-class essay) (15 points)
- Final exam (in-class essay) (15 points)

### ***Course Grading Based on Course Objectives***

#### **Course Grading Based on Course Objectives**

100-90% - A

89-80% - B

79-70% - C

69-60% - D

59-0% - F

**Essays will have a one week “grace period.” Essay will be accepted up to one week from the due date (with a two point deduction). No other late work will be accepted!**

#### **Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**Essays or other writing with a 50% or higher score of AI probability may receive a zero (0) for that assignment. Writing that demonstrates the markers and/or signs of AI may be questioned and require individual discussion with me, and/or an in-person writing sample.**

**For essays that include research, fake or hallucinated sources will receive an automatic zero (0) for that assignment.**

**Essays or other assignments that lose points due to AI use cannot be made-up or replaced.**



## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## Course Policies

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class.

Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

**Please note: I rarely drop students after the second week full week. If something happens and you can not complete the class, you will need to remove yourself from the roster. Do not expect to be automatically dropped.**

## Other Course Information

### Plagiarism and Cheating

Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help. Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service



## Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Date or Week Activity, Assignment, and/or Topic

Week 1 Introductions, Syllabus,

Week 2 Critical Thinking

Week 3 Critical Reading

Week 4 The Argument

Week 5 Getting Deeper into Argument

Week 6 Visual Rhetoric: Images as Arguments

Week 7 Philosopher's View (Toulmin Method)

Week 8 Midterm (In-class argumentation essay)

Week 9 Induction, Deduction, and Fallacies

Week 10 Rogerian Argument

Week 11 Debater's View: Banned Book Project

Week 12 Rhetorician's View: Non-traditional texts

Week 13 Literary Criticism

Week 14 Banned Book Presentations

Week 15 Holiday

Week 16 Finals

\*\*\*Subject to change without prior notice\*\*\*